

1970

## 63rd Report of Curricular Affairs Committee

University of Rhode Island Faculty Senate

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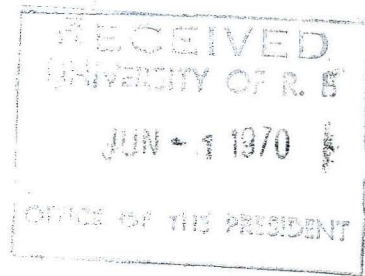
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Serial Number #69-70 - 63  
UNIVERSITY OF RHODE ISLAND

FACULTY SENATE

BILL

Adopted by the Faculty Senate



TO: President Werner A. Baum

FROM: Chairman of the Faculty Senate

1. The Attached BILL, titled 63rd Report of Curricular Affairs Committee

is forwarded for your consideration.

2. The original and two copies for your use are included.

3. This BILL was adopted by vote of the Faculty Senate on May 20, 1970 (date).

4. After considering this bill, will you please indicate your approval or disapproval. Return the original or forward it to the Board of Trustees, completing the appropriate endorsement below.

5. In accordance with Section 8, paragraph 2 of the Senate's By-Laws, this bill will become effective on June 10, 1970 (date), three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; (3) you forward it to the Board of Trustees for their approval; or (4) the University Faculty petitions for a referendum. If the bill is forwarded to the Board of Trustees, it will not become effective until approved by the Board.

May 22, 1970  
(date)

Walter C. Smith /s/  
Chairman of the Faculty Senate

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ENDORSEMENT 1.

TO: Chairman of the Faculty Senate

FROM: President of the University

1. Returned.

2. Approved ✓ Disapproved           .

3. (If approved) In my opinion, transmittal to the Board of Trustees is not necessary.

6/1/70  
(date)

Werner A. Baum /s/  
President

ALTERNATE ENDORSEMENT 1.

TO: Chairman of the Board of Trustees.

FROM: The University President

1. Forwarded.

2. Approved.

\_\_\_\_\_/s/  
(date) President

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ENDORSEMENT 2.

TO: Chairman of the Faculty Senate

FROM: Chairman of the Board of Trustees, via the University President.

1. Forwarded.

\_\_\_\_\_/s/  
(date) \_\_\_\_\_  
(Office)

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ENDORSEMENT 3.

TO: Chairman of the Faculty Senate

FROM: The University President

1. Forwarded from the Chairman of the Board of Trustees.

\_\_\_\_\_/s/  
(date) President

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Original received and forwarded to the Secretary of the Senate and Registrar for filing in the Archives of the University.

\_\_\_\_\_/s/  
(date) Chairman of the Faculty Senate

Change English 1 and 2 descriptions in the following manner to clarify the current sectioning practices in the department:

- 1) 110(1) Composition Semesters I and II, 3 credits  
Emphasizes correctness in writing and clear presentation of ideas. Reading exercises in composition, and composition of essays. (Lec. 3) Not a prerequisite for English 120. Not for concentration credit. Staff.
- 2) 112(1) Composition (Foreign) Semesters I and II, 3 credits  
Same as English 110, but restricted to students whose mother tongue is not English and who have need of special and closely supervised assistance in expressing themselves in English. Admission upon recommendation of the Department. Roberta Tutt.
- 3) 113(1) Composition (Fisheries) Semester I, 3 credits  
Same as English 110. Admission restricted to students in the special two-year fisheries program upon recommendation by the College of Resource Development. Staff.
- 4) 120(2) Literature and Composition Semesters I and II, 3 credits  
Continuation of English 110. Extensive reading in various forms of writing. Training in appreciation and criticism of good literature. Regular written criticism and literary exercises. (Lec. 3) English 110 not a prerequisite for English 120. Not for concentration credit. Staff.
- 5) 122(2) Literature and Composition (Foreign) Semesters I and II, 3 credits  
Same as English 120, but restricted to students whose mother tongue is not English and who have need of special and closely supervised assistance in expressing themselves in English. Admission upon recommendation of the Department. Students enrolled in English 112 will be assumed to continue in English 122 unless otherwise recommended by the instructor. Roberta Tutt.

UNIVERSITY OF RHODE ISLAND  
KINGSTON, RHODE ISLAND

May 5, 1970

FSCAC Sixty-third Report (full).

At meetings on April 23 and 30, 1970, the Faculty Senate Curricular Affairs Committee considered the following matters which are now submitted to the Faculty Senate for information or confirmation as indicated.

I. Matters of Information (for further details consult the chairman of the department concerned).

A. College of Arts and Sciences.

1. Department of Economics.

a. Change title and description of 690(327) to read:

690(327) National Income I, 3 credits  
Advanced macro-economic theory. (Lec. 3). Prerequisite:  
Econ. (26) or 990(300). Staff

2. Department of English (see 61st Report, pp. 11-12)

a. Change description of 110(1) by replacing prerequisite section to read:

Not a prerequisite for English 120. Not for concentration credit.

b. Change description of 120(2) by replacing prerequisite section to read:

English 110 not a prerequisite for English 120. Not for concentration credit.

3. Department of Languages.

a. Change descriptions of French 562, Spanish 481(133), and Spanish 582(134) to read:

1) French 562 French Theater since 1950 Semester II, 3 credits  
Emphasis on recent development such as the theater of the absurd and social theater. (Lec. 3) Prerequisite: graduate status or permission of the instructor. WATERS

2) Spanish 481(133) Don Quijote Semester I, 3 credits  
Understanding of the life and times of Miguel de Cervantes Saavedra and the reading and critical interpretation of his work, El ingenioso hildalgo Don Quijote de la Mancha. (Lec. 3) Prerequisite: One of the following: Spanish 325, 326, 407 or 408. Spanish 481 required of all Spanish majors. In alternate years, next offered 1970-71. HUTTON

3) Spanish 582(134) Cervantes: Theater & Novels Sem. II, 3 cr.  
The reading and critical interpretation of selections from Comedias and Entreses, La novelas ejemplares, La Galatea, Persiles y Sigismunda. (Lec. 3) Prerequisite: graduate status or permission of instructor. In alternate years, next offered 1970-71. HUTTON

B. College of Resource Development.

1. Department of Horticulture.

a. Change title and description of 475(175) and 576(276) to read:

- 1) Hort. 475(175) Plant Nutrition I, 3  
Basic concepts of energy relations within the plant system including essential elements, salt uptake, translocation, photosynthesis, organic, nutrition, mineral metabolism and plant-soil interaction. Laboratory covers soilless plant culture, radioisotopes, ion interaction, deficiency symptoms, and plant analysis. Special emphasis is given plants of economic significance. (Lec. 2, Lab. 2) Prerequisite: Botany 111(1) or equivalent and organic chemistry. In alternate years, next offered 1971-1972. HULL
- 2) Hort. 576(276) Advanced Plant Nutrition II, 3  
Critical analysis of current research on ion absorption, transport mechanisms, photosynthesis, carbohydrate metabolism, phosphorylation, nitrogen metabolism and symbiosis. (Lec. 3) Prerequisite: organic chemistry and plant physiology or consent of instructor. In alternate years, next offered 1971-72. HULL

II. Matters Requiring Confirmation by the Faculty Senate. Course numbers in parentheses will not be used for registration purposes after Sept., 1970.

A. College of Arts and Sciences.

1. Department of Art.

a. Change the Bachelor of Fine Arts curriculum as follows to meet the new General Education requirements:

Bachelor of Fine Arts

General Requirements

In keeping with the University's general education policy, all candidates for the Bachelor of Fine Arts degree in Art are required to select and pass 45 credits of course work in three divisions. Of the total 45 credits, 18 shall be taken in one division, 15 in a second, and 12 in a third. Within each division, no more than 2 courses may be taken in one department or subject-matter area for general education credit. Courses in art may not be used to meet these requirements.

Division A:

Electives (see p. ) 12-18

Division B:

Electives (see p. ) 12-18

Division C:

Electives (see p. ) 12-18

Total 45



b. Change total credits required for graduation from 124 to 120.

2. Department of Economics.

a. Add (new) to be cross-listed with Food and Resource Economics offerings.

1) 527 (or F&RE 527) Macroeconomic Models I, 3 credits  
Economic relationships expressed using mathematical concepts, static and dynamic models of aggregate economic behavior will be developed and analyzed. Prerequisites: Econ. 427 and Econ. 475, or equivalent. PAULHA (Grad. #71).

2) 528 (or F&RE 528) Microeconomic Models I, 3 credits  
Microeconomic concepts such as demand, production, and cost functions will be expressed in a mathematical framework. Theories of consumer, firm and industry economic behavior will be discussed and analyzed. Prerequisites: Econ. 428 and Econ. 475, or equivalent. NORTON (Grad. #71).

3. Department of Education.

a. Waive a portion of the Bachelor of Arts curriculum requirements so that those courses required for professional competence which are taken outside of the Education Department will not be considered as part of a student's concentration in Education under the Bachelor of Arts curriculum.

Comment: Nearly all Education majors are in preparation for a professional career. To be "certified" in this state, these students must complete 27-34 credit hours in Education courses in addition to a minimum of 27 hours in an academic subject.

b. Change Bachelor of Arts concentration requirements as follows:

Replace the present program statement which appears on page 39 of the catalog under the heading, Teacher Education, with the following:

The Department of Education offers a curriculum designed to prepare students for the baccalaureate degree in teacher education. The curriculum affords a balanced program of academic preparation and professional training. The emphasis is upon providing the teacher candidate with an academic foundation that will enable him to translate such material into meaningful classroom learning activities. The Education Department is determined to preserve the highest standards of an academic preparation while also being concerned with the "how to teach" aspect of teaching.

The required professional courses in a curriculum are made up of the elements which contribute directly to the teacher's understanding and skill in guiding learning and in working with laymen and colleagues in carrying out the role of the school in society. The following courses are required in the professional sequence:

<u>Old number</u>	<u>New number</u>	
3	103	Introduction to American Education
13	313	Psychology of Learning
72	372	Educational Tests & Measurements
84	484	Supervised Student Teaching
85	485	Seminar in Teaching

In addition, secondary students will take Education 30 (430 new number), Methods and Materials in Secondary Education, and elementary students will take Education 27 and 28 (427 and 428 new numbers). It is intended that the secondary school teacher should be a specialist in an academic area. The elementary teacher also requires acquaintance with a wide variety of academic disciplines and depth in one. On either level, the teacher must be prepared to channel his understanding of an academic discipline so that it will challenge both the slow pupils and the more advanced ones in his classroom. The emphasis upon academic achievement in the public schools is such that no less than a command of a specific field is acceptable for a teacher. Therefore, students in the Education Department will, in cooperation with their advisers, develop a sequence of courses in academic areas which will assure them of subject matter competency and satisfy the legal requirements for teacher certification, 27-30 credits in an academic subject area.

#### 4. Department of English.

- a. Change concentration requirements for the B.A. in English as follows to meet new requirements:

Change the number of credits for the concentration in English from 33 to 30 and for the elimination of English 2 from the required courses for a concentration in English. It is also requested that changes in description be approved for English 110 and English 120. Change catalog copy (page 35 of present catalog) to read:

##### English

Students selecting this field of concentration must complete a minimum of 30 credits in English including:

- 241 or 242 American Literature
- 251 and 252 Survey of English Literature

#### 5. Department of Geography.

- a. Add (new)

Geography 407 Selected Topics in Meteorology II, 2 credits  
Seminar, with each student exploring in depth some topic in Meteorology germane to his particular interests. (Lec. 2).  
Prerequisite: Geography 403 or equivalent. BAUM (Grad. #71)



- b. Change concentration requirements to meet the new B.A. curriculum as follows:

Replace the present program statement which appears on page 36 of the catalog under the heading, Geography, with the following:

<u>Subject</u>	<u>credits</u>
Earth Science 101	4
Earth Science 102	4
Economic Geography 103	3
Cultural Geography 121	3
Political Geography 131	3
Cartography 421	3
Land Utilization 451	
or	3
Urban Geography 411	
Special Problems in Geography 491 or 492	3
1 Elective in Geography	<u>3</u>
Total	29

6. Department of Geology.

- a. Change concentration requirements to meet the new B.A. curriculum as follows:

Replace the last paragraph of the present program statement which appears on page 36 of the catalog with the following:

In addition to the physics and chemistry requirements prerequisite to the above courses, students are advised to elect Earth Science I and Math 9 and 41. Earth Science 102(2) may be substituted for Geology 103(8) and Geology 104(21).

7. Department of History.

- a. Add (new).

History 132 (new number) Introduction to Russian and Soviet History I and II, 3 credits  
Selected topics in the development of Russian civilization since the ninth century. (Lec. 3) THURSTON

8. Department of Languages.

- a. Add (new).

Spanish 325, 326 (new numbers) Introduction to Literary Studies in Spanish I & II, 3 crs. ea.  
Basic courses examining Hispanic literature through works representative of significant literary and cultural movements and specifically Spanish themes and mythic figures. Elements of critical methods. (Lec. 3) Prerequisite: Spanish 206(12) or permission of the instructor. In alternate years, next offered 1970-71. KOSSOFF

Spanish 407 Intensive Practice in Conversation I, 3 credits  
Designed to give prospective teachers confidence in spoken Spanish as well as an introduction to Hispanic-American culture. (Lec. 3) Prerequisite: Spanish 206(12). May be taken concurrently with Spanish 205(11) or 206(12) by permission of instructor. Recommended for students who are enrolled in the General Teacher Education curriculum with an academic concentration in Spanish. In alternate years, next offered 1971-72. BOURQUIN (Grad. #71).

Spanish 408 Conversation and Teaching Materials II, 3 credits  
Designed to give prospective teachers confidence in spoken Spanish as well as an introduction to Spanish culture. Review of materials and textbooks available for effective teaching. (Lec. 3) Prerequisite: Spanish 206(12). May be taken concurrently with Spanish 205(11) or 206(12) by permission of instructor. Recommended for students enrolled in the General Teacher Education curriculum with an academic concentration in Spanish. In alternate years, next offered 1971-72. HUTTON (Grad. #71).

b. Contingent upon approval of above courses:

1) Change the catalog listing of Spanish 430 to read:

Spanish 430 Castilian Literature of the Sixteenth and Seventeenth Centuries II, 3 credits  
Literary significance of the Renaissance and Baroque periods and an analysis and critical examination of the works of the principal writers of this Golden Age of Castilian literature. (Lec. 3) Prerequisite: One of the following: Spanish 325, 326, 407, or 408 or permission of the instructor. HUTTON (Grad. #71).

2) Change the prerequisites for all Spanish courses numbered 327-499 to read:

Prerequisite: One of the following: Spanish 325, 326, 407 or 408. (Grad. #71).

3) Delete:

a) Spanish 431(54) Castilian Literature of the Sixteenth and Seventeenth Centuries

b) Spanish 501(211) Expository Writing and Stylistics.

c. Authorize a non-thesis option in addition to the presently available thesis option for the Master of Arts degree program in Spanish. The non-thesis option will differ in that six additional credits of course work will be required, making a total of thirty credits in course work. All other requirements will be the same for both programs. It is requested that the non-thesis option be made retroactive, to July 1, 1968. (Grad. #70).

- d. Change the requirements for a Master of Arts degree in French.

Include in the list of requirements for the M.A. in French, French 501. In addition, add to the course description of French 501: Required of all candidates for the M.A. degree in French. Should be taken in the first semester of the candidate's work.

9. Department of Music.

- a. Change Bachelor of Arts concentration requirements as follows to meet the new B.A. curriculum:

Replace the present program statement which appears on page 37 of the catalog under the heading, Music, with the following:

Students selecting music as a concentration will complete 30 credits as follows:

(new numbers)

101	Introduction to Music	3
221, 222	History of Music	6
113, 114	Diatonic Harmony and ear training	6
215, 216	Advanced Harmony and ear training	6
317	Form and Analysis	3
251-254	Applied Music	6
		<u>30</u>

- b. Change the Bachelor of Music curriculum to conform with the new General Education Requirements:

The following revised statement will replace lines 31 ff, column 1, page 54 of the catalog and the first 12 lines in column 2 of the same page.

General Requirements

In keeping with the University's General Education policy, all candidates for the bachelor of music degree are required to select and pass 45 credits of course work in three divisions as outlined on page \_\_\_\_.

Music Education majors may include 6 credits in music to meet Division A requirements, also 3 credits in Psychology and 6 credits in Education to meet Division C requirements.

All students in this degree program must take the following music courses:

101	(1)	Introduction to Music	3
221, 222	(21), (22)	History of Music	6
113, 114	(13), (14)	Diatonic Harmony & Ear Training	6
215, 216	(15), (16)	Advanced Harmony & Ear Training	6
317	(117)	Form and Analysis	3
			<u>24</u>

In addition, each student selects one of the following areas of concentration: (As in current catalog, with approved changes).

#### 10. Department of Physics.

Change Bachelor of Arts concentration requirements to meet the new B.A. curriculum.

Replace the present program statement which appears on page 37 of the catalog under the heading, Physics, with:

##### Physics

Students selecting this field of concentration must complete a minimum of 30 credits in Physics and Mathematics, including:

<u>New Number</u>		<u>Cr.</u>	<u>Old Number</u>
111, 112	General Physics		1, 2
or		8	
213, 214, 285			
286	Elementary Physics & Phys. Lab.		3,4,5,6
322	Mechanics	3	22
331	Theory of Electricity & Magnetism	3	31
381, 382	Advanced Laboratory Physics	4	51,52
401, 402	Seminar in Physics	2	101,102
Math. 244	Differential Equations	3	44
451	Atomic Physics	3	161
491, 492	Special Problems	4	191,192
		<u>30</u>	

It is strongly recommended that students take Math 41 and Math 42 in the freshman year. If the student is considering graduate study, it is recommended that courses in French, German, or Russian be elected.

#### 11. Department of Psychology.

Change Bachelor of Arts concentration requirements to meet the new B.A. curriculum.

Replace the present program statement which appears on page 38 of the catalog under the heading, Psychology, with the following:

Students in this field of concentration must complete a minimum of 30 credits to be distributed as follows:

113	General Psychology	3
210	Quantitative Methods in Psychology	3
235	Theories of Personality	3
232	Developmental Psychology	3
254	Behavior Problems & Personality Disorders	3
251	Introduction to Experimental Psychology	3

(Psychology 251 is a prerequisite for all courses numbered above 251 unless exceptions are noted).

Three courses must be selected from those numbered 361, 381, 310, 435, 391, 434, and one additional 3-credit course shall be selected from those numbered 300 or above for which the prerequisites have been met.

12. Department of Sociology and Anthropology.

a. Add (new)

Sociology 414 Demography Semester I & II, 3 credits  
The study of vital statistics and their consequences for social structure and social change. Analysis of demographic techniques as applied to the measurement of fertility, mortality, morbidity and migration. Development of methods for estimating population projections. (Lec. 3) Prerequisite: Sociology 338 or permission of the Department. BOUVIER (Grad. #71).

B. College of Home Economics.

1. Department of Food and Nutritional Science

a. Add (new).

401 Special Problems Semester I, 2-4 credits  
Change Catalog listing of 402-(102) to include this new course and to read:

401,402(102) Special Problems I and II, 2-4 each  
Open to qualified seniors and graduate students who wish to do advanced work. (Lec. or Lab. according to nature of problem). Prerequisite: senior standing and permission of department. STAFF (Grad. #70).

C. College of Nursing.

Authorize a program of graduate study leading to the Master of Science degree in Nursing. (Grad. #70).



A survey of the need for nurses in Rhode Island and the resources to meet these needs, both current and anticipated for 10 years, has shown that Rhode Island is facing nursing shortages. Unless preventive steps are taken, these shortages can be expected to be augmented as there are population increases and the proportion of people in the older age groups becomes larger.<sup>1</sup> At the same time the general population is becoming increasingly aware of what constitutes adequate health care and ways to secure it. Other factors shown by the survey include the need for increased faculty and expansion of nursing educational facilities, and also, the small proportion of nurses with advanced educational preparation. Current resources for nursing education are insufficient to meet present needs.<sup>2</sup>

In summary, the survey indicates that nursing education in Rhode Island has real problems to face if sufficient nurses are to be prepared. In order to increase the supply of nurses, the existing schools will have to increase their enrollments or consideration will have to be given to the establishment of new schools or both. The enlarged educational facilities will require more qualified faculty, all of whom should have at least a master's degree. The eventual goal should be for deans or directors of collegiate programs to have earned doctoral degrees.<sup>3</sup> Some of the additional faculty members could be drawn from graduates of baccalaureate programs. However, since approximately 88% of Rhode Island nurses are graduates of diploma programs, a great many additional faculty will need to be recruited from this group, and will require preparation at the baccalaureate level. Both groups will require education at the master's level to qualify for teaching positions. In addition, many of the people currently teaching nursing need additional preparation to meet accepted standards. In order to meet these needs, more opportunities must be available within the State through which greater numbers of students may be prepared at the baccalaureate level and at the master's level.<sup>4</sup>

In 1965, the American Nurses' Association endorsed the position which is stated in its publication, Educational Preparation for Nurse Practitioners, that "education for those who work in nursing should take place in institutions of learning within the general system of education."<sup>5</sup>

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<sup>1</sup> Nursing Needs and Resources in Rhode Island. Rhode Island Council of Community Services, Inc. 1964, pg. 1.

<sup>2</sup> Ibid. pg. 1.

<sup>3</sup> Ibid. pg. 9.

<sup>4</sup> Ibid. pg. 9.

<sup>5</sup> Educational Preparation for Nurse Practitioners. A Position Paper. American Nurses' Association. 1965.

Following the American Nurses' Association position, and cognizant of the need to examine the nature and scope of nursing practice and the type and quality of education needed by nursing practitioners in Rhode Island now, and in the future, the Rhode Island State Nurses' Association, together with the Hospital Association of Rhode Island, recommended the formation of a State-Wide Community Planning Committee for Nursing Education in Rhode Island. The committee was formulated in 1967 and it was chaired by the President of the Rhode Island State Nurses' Association. Its membership included wide community representation. (See Appendix A). The objectives of the Committee were (1) to determine the future of nursing education in Rhode Island in terms of the needs of the State now and for the future, and (2) to identify and recommend the ways and means of meeting this problem.

The Committee agreed that the State of Rhode Island should assume the responsibility for implementing the educational program necessary for nurses to prepare themselves for the positions they are expected to fill in the State. Thus, in September 1969, the State-Wide Community Planning Committee for Nursing Education in Rhode Island, submitted a proposal to Dr. Lawrence E. Dennis, Chancellor of State Colleges, which recommended that, (1) an additional undergraduate program in nursing be established in Rhode Island, preferably at Rhode Island College, and that (2) a master's program in nursing be initiated at the University of Rhode Island. In March, 1969, the University received a mandate from the Board of Trustees of State Colleges to establish a master's program in nursing.

Currently offered advanced courses in Education, Management, Psychology, Sociology, and Zoology will be used in the program and seven new graduate level courses in Nursing will be developed.

(Complete program proposals are available in the Office of the Dean of the College of Nursing).

#### D. Graduate Library School.

##### 1. Add (new).

LS528 Multi-Media and the Library I & II, 3 credits  
Study of the role of A-V materials in media centers and other  
types of libraries. SALVATORE (Grad. #70).

#### E. Graduate School of Oceanography.

##### 1. Add (new).

- a. Ocean. 605 Dynamical Oceanography I, 3 credits  
Simple steady state theories applied to ocean motion.  
Review of well known force balances in oceanography,  
wind driven circulation, thermohaline circulation, the  
thermocline, oceanic boundary layers, near shore cir-  
culation, diffusion. Prerequisite: Ocean. 501(201).  
KENYON (Grad. #71).
- b. Ocean. 614 Tides Semester II, 1 credit  
Generation, propagation, and dissipation of ocean tides.  
Relation between theory and observation. Prerequisites  
Ocean. 501(201). KENYON (Grad. #71).